

# ISSUES & EVENTS

Volume 2, number 25

March 25, 1971

- Jackie's inside story, page 3
- Film vs. footage, page 4
- Where there's smoke, there's advertising, page 7
- Letters, page 2

Several months ago it became obvious that students were going to have difficulty finding employment. We thought that we ought to co-ordinate the major job-brokers on campus so that there would be a coherent approach to helping students get jobs.

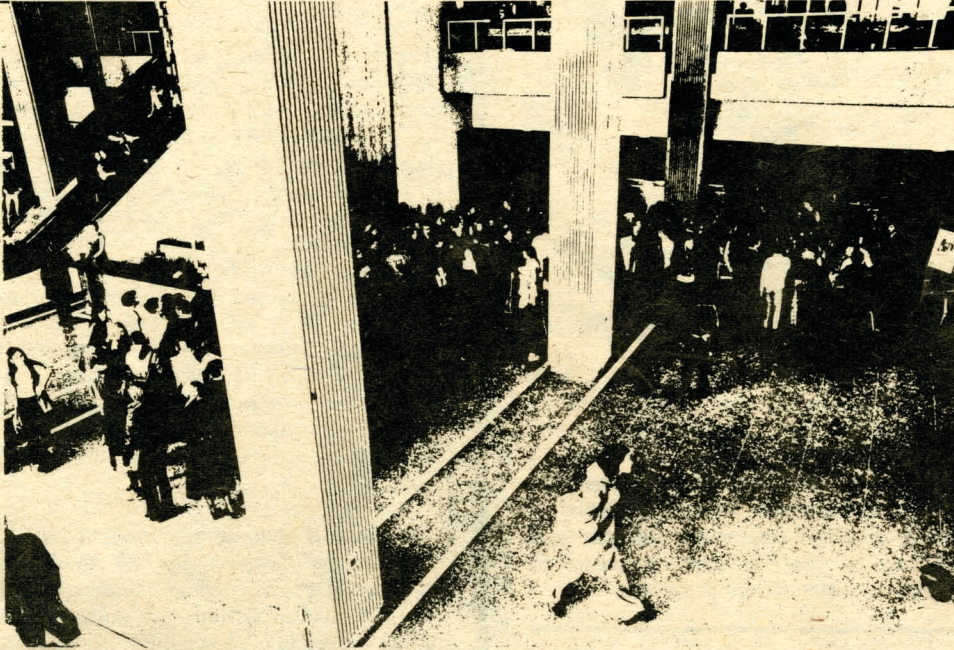
We started a university committee on student employment, its main goal being to do what it could to maximize employment opportunities. It seemed that we could best do this by helping the present job-brokers to bring the information they have on jobs that currently exist to the students. A central information station was devised where three major job-brokers would make their wares known. The three are the Canada Manpower Center, the Active Students Employment Team (ASET) and the director of personnel.

The second part of the committee's function was to provide a skill-bank for students who want to create their own jobs. Students would develop their proposals for jobs, and be able to refer those proposals to skilled persons within the university community who could help formulate them. Then they would apply to the appropriate funding organizations. For example, the students in Theatre Arts thought they would like to start a program for disadvantaged youth that would use theatre as a vehicle for students to express themselves and relate to one another. They would also bring in someone from CIT who would videotape the interaction and this could be an additional dynamic in this process. Revenue for this would come from some voluntary association within the community.

Those proposals were already underway long before the secretary of state came out with his program. The commerce students also have their own employment team. Their orientation was more towards gainful employment, attempting to provide a set of services and skills to prospective employers; such things as market surveys and others of a more classic nature. These things are still in process. Commerce students are probably closest to having favorable responses. At the moment we have nothing more concrete than the enthusiasm of a couple of businessmen who have encouraged them in these kinds of projects. To my knowledge there are no contracts as yet.

There are a number of jobs available within the University lasting for two or three weeks at a time, but I don't think there are a large number of jobs available for a two or three-month period. The director of personnel is in the process of collecting information on jobs available within the institution.

Many employers will come on campus and interview literally dozens of students for one position. In many cases the company comes on campus not because they really need to recruit but because they want to keep the name of the company before the public so that when the economy does turn up they'll be ready for it and be in a position to recruit.



## For thousands, only a few dozen jobs

Fred Denton



The federal government has allocated fifteen million dollars to the Opportunities for Youth program; they're also making a number of public service commission jobs available (largely clerical and labouring jobs), apparently only 500 or so at this time. The others were closed around February 15. They're also making a number of jobs (in the hundreds) available to students through the department of health and welfare as sociological interviewers in areas related to drug abuse.

Another one of their initiatives involves making some 600 educational grants to athletes, so that students who have athletic skills of an international calibre can have the summer free to perfect those skills and yet have money available to carry on their education in the fall. They're also making some 12,000 positions available to students with the militia for six or eight-week camp programs and also employing several thousand of them to work as civilians in military food services and others to work at range-clearing. There is one

rather interesting program which is a six-week course in survival techniques, leadership and instructional techniques, watermanship and "citizenship." It's expected to pay, clear, about \$7.50 a day. Room and board are included and I suspect the programs keep them so busy that they probably wouldn't need any recreation.

Those are the main gainful employment opportunities that are being made available by the federal government. For those who are not seeking gainful employment or are unable to get it, they are offering a number of transient youth services involving hostel facilities and information kiosks.

Out of all these probably only several dozen jobs will trickle down to Sir George. But the concept is an interesting one and perhaps the most exciting one we've had in several years.

The Opportunities for Youth program is perhaps a response to the social values that youth have been articulating over the last few years. Students suggest that they are unwilling to pursue the obsolete goals of increasing GNP, and they would rather be involved in activities that are related to human development. I have as yet had no very enthusiastic response to the military part of the program. It seems quite out of keeping with the social values being expressed by youth today. The only part of that program which is attractive is the survival program, which has some of the characteristics of an *Outward Bound* program, but the fact that it's operated by the military might dampen some of the enthusiasm.

We're going to have a very large number unemployed, both among those who are graduating and those who will be returning. It's true that some of our students do have alternatives, can utilize these periods for study, travel, particularly those who are affluent now. It's difficult to know at this point how many people actually require gainful employment. We're trying to think of a mechanism whereby we can get that information. I'm hoping that before the end of this week we will be able to bring the graduating students together, those who are seeking employment and have not as yet been able to get a place, so that a team of people can be brought together to assist them on demand basis in either developing an approach to getting employment or finding alternatives. A large number might have chosen graduate school as an alternative if we hadn't had word of even graduate school graduates having trouble finding employment! But with that news out, fewer are going to choose graduate schools. We also have to remember that everything in life is cyclical, that it would probably be unwise for everyone to decide at this point not to continue in academic pursuits simply because at this point in time the market is unable to absorb them. This isn't the

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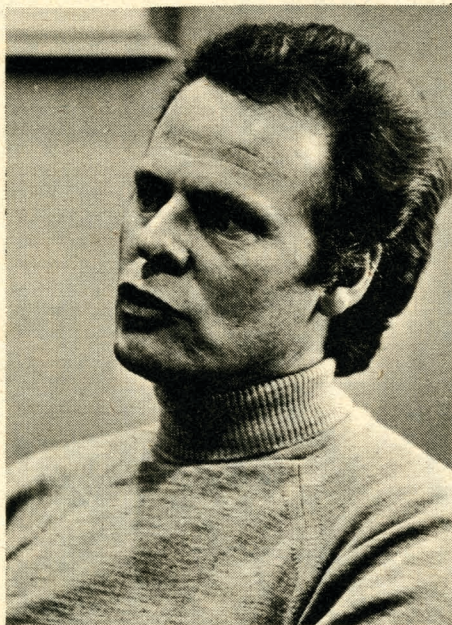


from page 1

first time we've had an economic downturn, though there are some new aspects to the problem. There will probably be a lot more jobs by late 1971 than there are right now. Governments will be pumping in the kind of money that will encourage industry to invest capital, expand plants. Both the Canadian and American governments are now trying to prime the pump with their fiscal policies. And with elections coming up, I think their interests are going to be much greater.

There are a number of graduates in Arts who are now considering getting themselves a trade training. The Canada Manpower Center in Winnipeg developed a project for retraining university graduates for trade jobs. These students will be given living-expense grants. People are realizing that the corporation life isn't really satisfying in the way they expected it to be, and they're just choosing other goals.

Universities and other educational institutions also have a role to play. One should not wait for the government to develop the mechanisms that are necessary to permit students to occupy themselves during the summer months. Canada is one of the few nations, along with the United States, that does expect its students to work during the four-month



period every year. Other countries have no expectations of their students during the summer. Their society has organized itself so that students are able to travel or study or enjoy themselves. As more professors assist students in finding employment, more thought will be given to the relevance in terms of job opportunities of their programs.

*Fred Denton is acting director of Guidance Services. The above was transcribed from tape.*

## Academic awards

Notices of financial aid are posted on the 4th floor bulletin boards in the Hall Building. Faculty notices will also be posted outside the Faculty Club. For more information and application forms if available see Guidance Information Center, H-440-1. These announcements are only for awards with deadlines up to April 30.

### GRADUATE

UNITED NATIONS INSTITUTE FOR TRAINING & RESEARCH (UNITAR). Internship program for research interns (Economic & Social Sci.). No specified deadline.

CANADIAN - SCANDINAVIAN FOUNDATION. Scholarships for study and research in Scandinavia. Deadline: Mar. 25.

CANADIAN ADVERTISING ADVISORY BOARD. Doctoral fellowships. Deadline: Mar. 30.

GOVT. OF ITALY. Scholarships for Italian students abroad. Deadline: Mar. 30.

CHEVRON STRANDARD LTD. Grad fellowship award in geology, geophysics, petroleum engineering. Deadline: Mar. 31.

U. OF NEW BRUNSWICK. Lord Beaverbrook Scholarship in Law. Deadline: Mar. 31.

DALHOUSIE U. Sir James Dunn Scholarship in Law. Deadline: Mar. 31.

UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN. Staff assistantships in University Residence Halls. No specified deadline.

SOCIETY OF INDUSTRIAL ACCOUNTANTS. Business fellowships (master's & doctoral). Deadline: April 1.

MEDICAL RESEARCH COUNCIL. Grad studentships. Deadline: April 1.

CAMBRIDGE U. - PETERHOUSE COLL. Grad studentships. Applications must be in England by April 1.

CAMBRIDGE U. - CHURCHILL COLL. Research studentships. Applications must be in England by April 1.

COMMONWEALTH SCHOLARSHIPS. Tenable in Ghana. Deadline: April 2.

SAMUEL BRONFMAN FOUNDATION Seagram Business Fellowship (2nd yr. MBA or doctoral). Deadline: April 10.

CBB ORAL HISTORY PROJECT. Deadline April 10.

CANADA CENTRAL MORTGAGE & HOUSING. Grad fellowship in Urban & Regional Affairs for study outside Canada. Deadline: April 15.

CANADIAN TRANSPORTATION COMMISSION. Fellowships in Transportation (master's and doctoral). Deadline: April 15.

CANADIAN OSTEOPATHIC EDUCATIONAL TRUST FUND. Canadian Osteopathic scholarship. Deadline: April 15.

NATIONAL PARKS SERVICE. National Parks and Outdoor Recreation scholarships. Deadline: April 15.

FRANKI CANADA LTD. Grad fellowship in Soil Mechanics. Deadline: April 15.

THE ROYAL SOCIETY OF CANADA. Sir Arthur Sims scholarships. Tenable in Gt. Britain. Deadline: April 16.

CANADIAN PEACE RESEARCH & EDUCATION ASSOC. Tuition scholarship for Summer School in Peace Research. Contact P.J. Arnopoulos, H-660-2 before April 30.

HOCKEY CANADA SCHOLARSHIPS. (undergrad & grad) Deadline: April 30.

DEPARTMENT OF INDUSTRY, TRADE AND COMMERCE. Design Canada scholarships. Deadline: April 30.

### FACULTY

CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCI. Residential postdoctoral fellowship program. No specified deadline.

UNITED NATIONS INSTITUTE FOR TRAINING & RESEARCH (UNITAR). Internship program for visiting scholars. No specified deadline.

CANADIAN PEACE RESEARCH & EDUCATION ASSOC. Tuition scholarship for Summer School in Peace Research. Contact P.J. Arnopoulos, H-660-2 before April 30.

DEPARTMENT OF INDUSTRY, TRADE AND COMMERCE. Design Canada scholarships. Deadline: April 30.

## Letters

### Calling urbanologists

The word "urban" is "in", these days, and one need not expatiate on the importance of cities and city problems in our society. In the academic world, this is reflected in the widespread and ever expanding proliferation of institutes, centres, or whatever, devoted to urban studies.

Sir George is par excellence an urban university. It is inevitably bound up with its urban setting, and it is inevitably going to have an inter-disciplinary urban studies program. The nuts and bolts for it have already been put together. None of the nuts concerned has bolted, as yet.

The point is that at any level, from undergraduate teaching to the most advanced research, urban studies involves the collaboration of many traditional academic disciplines - sociology, geography, economics, political science, and so on. One would hesitate

Boyce Richardson (*Montréal Star*)  
Mel Charney (Université de Montréal, Institut d'Urbanisme)  
Joe Baker (McGill, School of Architecture)  
Andy Melamed (Montreal City Planning Dept.)  
Blanche van Ginkel (consultant planner)  
John Udy (consultant planner)

The act will of course also include local talent from within the ivy tower of SGWU.

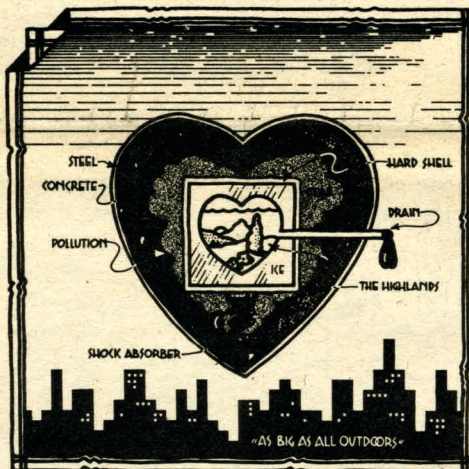
Questions, if any, relating both to this event and to the studies program should be addressed to

R.W.G. Bryant, Geography Dept.

## Union statement

Owing to the present unsatisfactory nature of negotiations between the NUS GWUE and the University administration, the NUSGWUE has applied to the Quebec Department of Labour for conciliation. The NUSGWUE is, however, still willing to continue negotiations with the University administration if there is evidence of a sincere desire on the part of the University to come to an agreement and discontinue stalling.

National Union of Sir George Williams University's Employees (NUSGWUE)



to devise a new word, "urbanology" - goodness knows the language has suffered enough already from the invention of serendipitous new "jargon" words. We're not trying to sell anything so fatuous as that, but simply to re-state the blindingly obvious, namely, that we have got ourselves an urban problem in our society, and that a lot of people are trying hard to size it up and to do something about it.

Therefore, Sir George Williams has set up an urban studies program, both majors and honours, to start next September, with an enrolment limited to 24. The program has been entirely put together from courses already offered in various departments, and listed in the catalogue for 1971-72 - with the exception of a "capstone" seminar in the final year, to tie the whole thing together.

Hence, we have set up a discussion day, or seminar, on Friday, March 26, in room H-520, at which there will be an opportunity to discuss the city and its problems in the broadest context - and also to introduce people to the forthcoming university program.

The seminar will start at 2 p.m. and go on as long as people feel inclined. A number of speakers have agreed to show up, if possible - they include the following:

SGWU

### FOR OMBUDSMAN

All nominations for the office of University ombudsman should now be sent to the Principal.

Three persons already in the employ of the University will be chosen by search committee.



# JACKIE TELLS ALL



There have been changes in my job here - there is much more to it. We are in charge of the electronic bulletin board, we have to know everything that goes on in the building, for example if something goes wrong with the plumbing, we have to page the maintenance men. We have to deal with everyone - professors, students and if anything happens at Sir George, we have to handle many calls from the general public.

When the minister of justice came, we had a minor incident which the news media turned into a really monstrous affair, and I had to deal with a lot of people, particularly middle-aged women who, being taxpayers, were very upset about the incident. I tried as best I could to explain that the students on the whole were genuinely good and that Sir George could not be judged by the actions of two or three pig-headed young men. In talking to the people I tried to understand them and they became more sympathetic - walking away without writing letters to the principal complaining about the incident.

Most of the people who did complain were intelligent and genuinely concerned. Many of them had young people in their families - sons, daughters or even nephews - who were becoming of university age and they were concerned, asking 'what's going on here?' They were just upset. And I was sympathetic to them - after all, they are my taxes too.

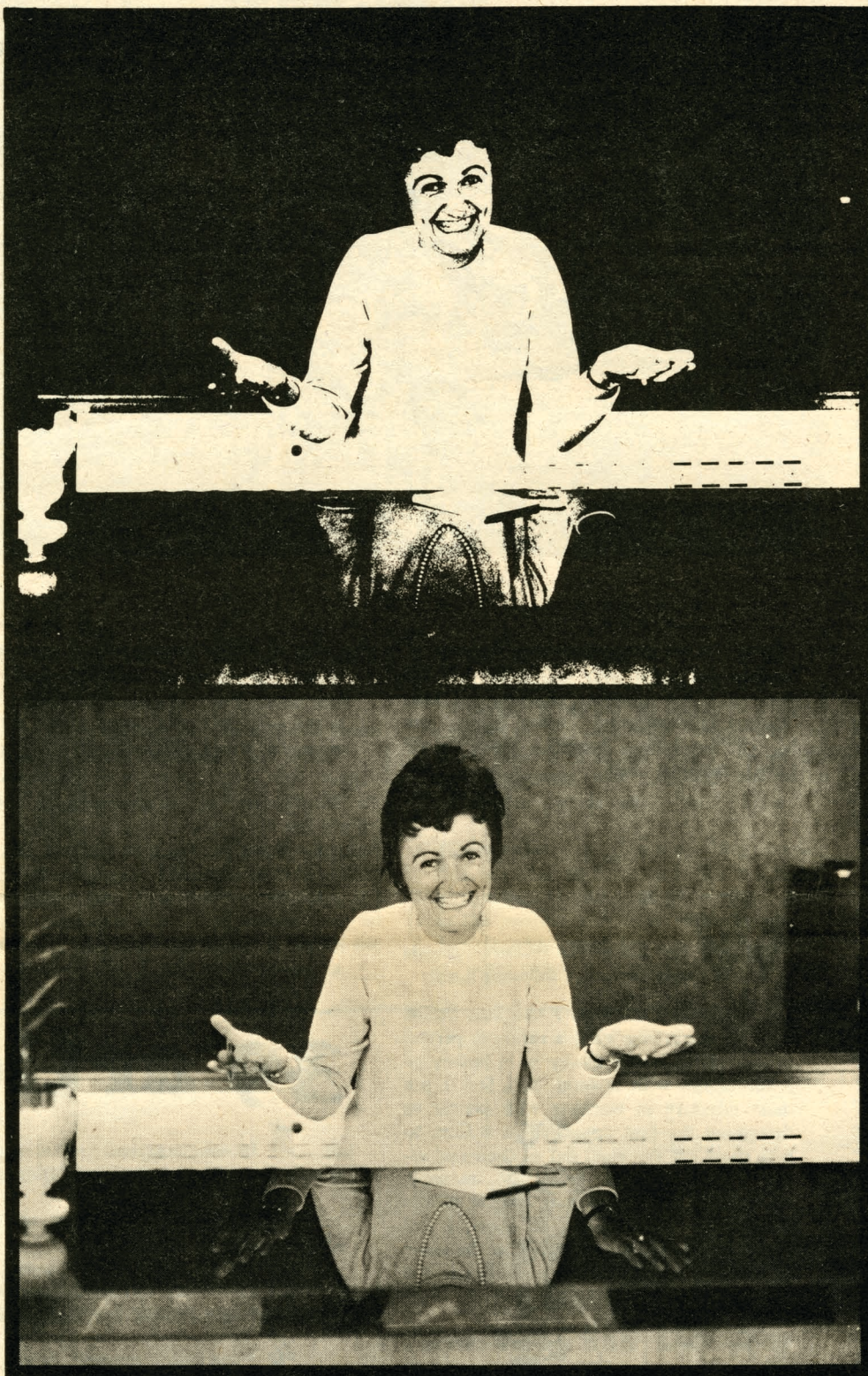
I agree that students should not be yes men but there are other ways of doing things.



But we get a lot of funny questions: Many people ask me where the nearest barber shop is, where the hairdresser is. We have many people coming into the building thinking Sir George is a metro station. Others think that Sir George is the Cannel 10 CFTM studio because de Maisonneuve Street is confused with de Maisonneuve boulevard; we have many calls about that every week.

When there is a snowstorm, we are always very busy because as soon as two flakes of snow fall on the ground, everyone thinks that classes are cancelled. Some people act like kindergarten kids.

People ask where they can find books published by the faculty, who made the sculpture over the desk (it's by Iliu) and they comment on it saying it is dirty, and unpolished. Some say it's shaky



and ask if we're not scared that it might fall down on top of us.



One funny thing happened to me when the evening paper published the events taking place at Sir George and Loyola. A woman came in and demanded to see the movie Huckleberry Finn; she turned purple and green with anger. I tried to explain that Huckleberry Finn was really at Loyola and after a while she apologized when I showed her the paper.

I feel sorry for a lot of the young students who have to walk into this huge building for the first time, not having a clue where to go for anything - not even knowing where to go for their first class. We have to explain the timetables to them and answer all sorts of questions. Sometimes there aren't enough timetables and they continue to get lost. Anyway, we should have better timetable books which are more easily understood. And the response of the kids to our help has been really tremendous. If we have helped someone at the beginning they say 'hi' to us every morning for the rest of the term.



Many kids are taking French and really working hard at it, often coming to me with their questions because I am French-speaking. They practice their French with me and ask me the meanings of certain words they don't understand. Communication is really great.

But Sir George needs improvement. Everyone should begin to treat students like human beings, with respect. They are human, even if they are students. Too many people say 'Ah! they're only students.' If people are polite to them students are equally polite in return. I'm very much against professors who are just here to teach, and earn money without caring for the soul of the student. By this, I'm against classes of 700 for kids just out of high school, the people who most need help and attention in university. There are very few professors who really give their heart to their students; word spreads quickly as the students discover the ones who do. There should be more communication around here, more friendliness.

There are times when people are upset and sometimes rude. If it's the day of an exam, you better be on your toes and very, very charming. If you are, and say, 'well, good luck,' they usually turn around and smile, even if they really are angry about something.

I speak a lot of French in my job, more than ever even with all the fuss that's going on in the province. The funniest things happen, like a French person will come to the desk and, since Sir George is an English institution, he will speak English with an accent like mine and I will address him in English in an accent like his and then all of a sudden we start laughing and say 'Hey - you speak French!' and then we speak in French. But then sometimes French people get insulted when I respond in French, and they say 'What's wrong with my accent?', so I carry on in English.



I try to get to see the plays that the kids are putting on and I come to a lot of the 99 cent specials at Sir George. I think that kids are becoming fed up with sex movies generally. They think that a movie like *Love Story* is fantastic. Kids now seem to be all for beautiful, clean love. They just care for each other. But they're too young for love anyway.

*Jackie Plamondon works at the information desk in the Hall Building. The above was transcribed from tape.*

## 'bout kids, profs and sex



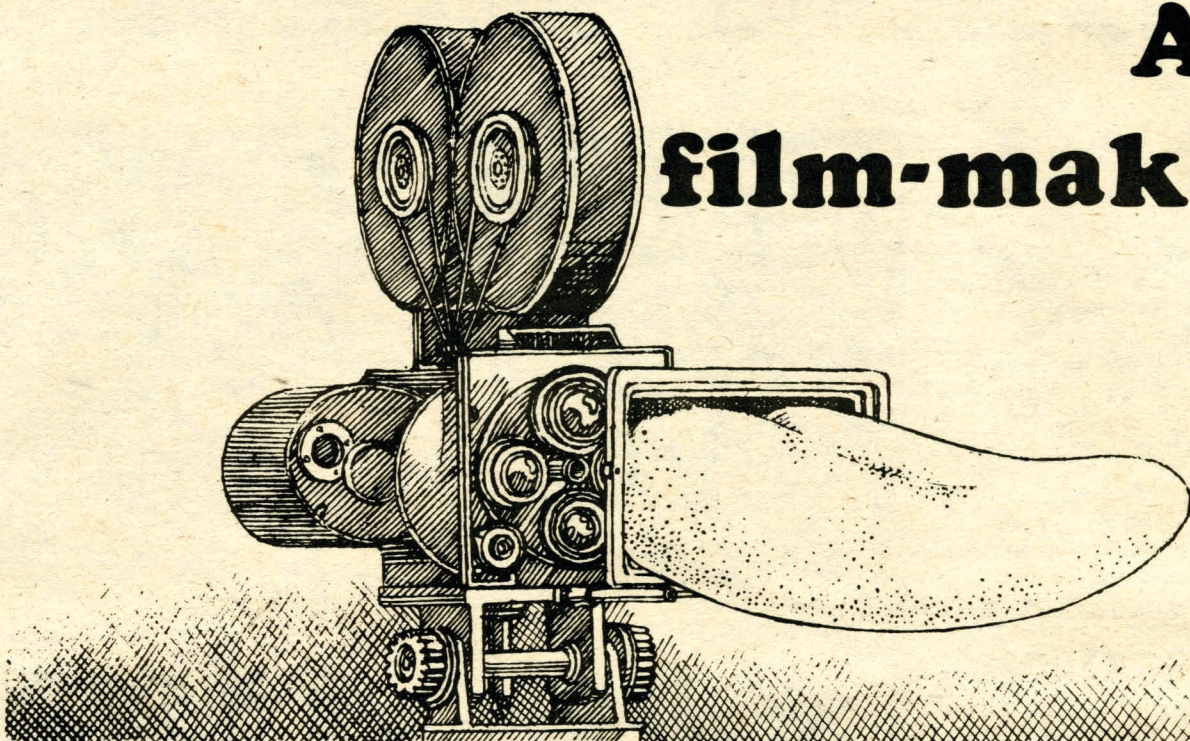
**T**here can be little doubt that Sir George is alive with film-making activity. Publicity, festivals and the daily scene of students clutching the ubiquitous eight-millimetre camera are evidence of a *numerical* commitment to be seriously considered. Yet, the weight of the masses may often be dead weight unless given form and direction. It is the feeling of two of us in the cinema program that there is little form and less direction in this activity. Though we doubt that "the word" can save the world, or even make men free, we do believe that it may cause a few people to pause and think.

The thoughts we offer are simply that - personal observations based on experience. They are born of a frustration with what might be described as the "Gee wow!" approach to film-making. The vagaries of the political situation make it difficult to effect changes at this university. Nevertheless, changes can be made, but only if those who wish to make them have a clear idea of what their roles are and thus what changes they want to make.

What is or should be or might be the role of the cinema program at Sir George?

We must agree with those who say that serving as a training school for NFB and CBC is definitely *not* the purpose of the program. We are simply not equipped to handle such a task. Nevertheless, we are providing training for people, some of whom do manage to secure employment in production within these very institutions. Therefore, while we are not training for the industry per se, we are training people in the use of film. Film is a pervasive medium - everybody or at least a lot of people are using it. One job that we *can* do is to give people the information they need for the everyday use of film. Ten years ago such a declaration would have netted us a rate of incompetence and assured the administration of where its next budget cut was coming from. Today, however, when doctors, engineers, insurance assessors, policemen, sociologists, athletes, teachers, salesmen and yes, even a few university professors are not only using films but are making them and having them made, this concept of everyday use may not seem quite so strange.

When a local group of housewives launched an anti-pollution campaign they made their own films. Whatever their cinematic merits, these productions were not in their intent home movies for private use. Closer to the academic home, more than one professor has been faced with the problem of a student requesting the option of making a film in lieu of writing a term paper. Fellow academics, be advised - these requests will increase rather than



# A film film-makers' m or le home in t

decrease in number. Dare we say no? If we say yes, then who will judge and on what basis? If students continue, as Bob Wagner (a mentor of Rodney James) put it, "writing with a camera" won't we all have to learn to read?

**W**ho are we as resource people and what are we doing here?

*John Harrison:* Perhaps I can best define this by describing what a resource person is not. He is not a nanny or a lackey or a technician with a small t. I feel I am most effective in working with people to determine the best approach to a film, to help them get the *most* out of their resources. I can provide help, for instance, on ways to achieve various special effects that aren't in the books. In short, I feel that I can be of the most *help* on the more technically ambitious films students will make.

*Rodney James:* As a resource person I feel that my job is inextricably bound to my role as a teacher, but resource work is at least half of teaching, maybe more than that. In my animation course, one important feature is that of exposing my students to as many films in as many styles and persuasions as possible. The best start I can give students is to show them what has been done and most of all what *can* be done. This experience tends to have the effect of a cinematic tidal

wave. The next step is to pick up the survivors, dust them off and start going over the business of individual techniques - the gritty problems of how to make a figure move, but here I've lapsed into teaching.

What do we think we are teaching?

*John Harrison:* I feel one of my functions is to save students' time and to help them avoid frustration or at least reduce it to a tolerable level. As a producing filmmaker I am interested in people's reaction to my work. I am also interested

in the films of others. I would say my approach is one of sharing information in the best tradition of the industry. I also feel that my job is not to beg, chase or bully people into working. I assume they are motivated.

*Rodney James:* Beyond exposing people to films, I try to explain how films work as carriers of information and motion. I hope that once a student grasps this, or at least part of this information, he will be able to make films that will work for him and say to others what he wants

## 39 articles

**1** In our experience, it is a good idea to have something to say, i.e. there is a distinct difference between "film" and "footage."

**2** To have any hope at all of ever becoming a film-maker, one must be able to recognize this difference.

**3** To obtain usable footage it is helpful to know which end of the camera to point at the subject to be photographed.

**4** Experience suggests that those possessed of the painterly eye would find this gift best adapted to painting.

**5** Movement is the heart of film-making, the movement of time and space, with the ultimate objective of moving the mind of the viewer.

**6** Though the aspiring film-maker be blessed with a multitude of ideas, his audience will find it most satisfying if he restricts himself to a good *one* and develops it to its fullest potential.

**7** By and large films are made for *other* people: masturbation is not a spectator sport.

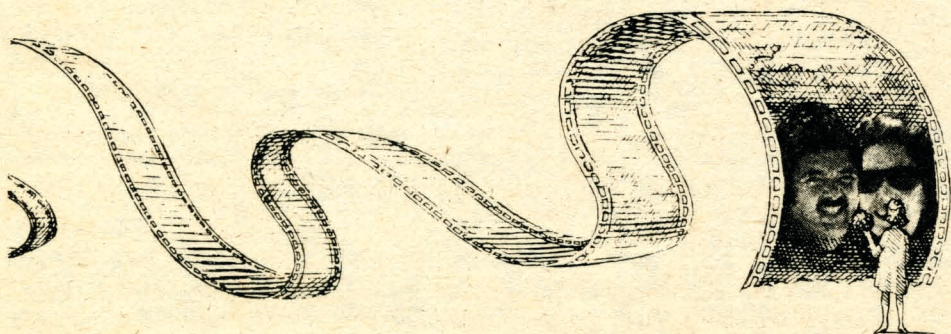
**8** We are loathe to admit it, but we have found that books and lectures *do* contain useful information regarding the preparation of films.

**9** We urge that the cinematic re-invention of the wheel not be considered as work of originality.

**10** We find that it *is* worthwhile to know what the labman is talking about: technical terms are the technician's language - the film-maker must communicate with *him*.

**11** Film-making is quintessentially a team effort - all concerned should be aware of this.

**12** It is our experience that cinematic art is a product rather than a process, otherwise the process of film-making becomes an exercise in futility: see Article 7.





# -making manifesto et's keep e movies he home

**John Harrison  
and Rodney James**



sional sixteen-millimeter films on amateur eight-millimeter equipment.

*John Harrison:* With regard to financing we seem to spend a great deal of time worrying about where the money is coming from. Really, we should be getting the job done, and the money will come. If it doesn't, we'll do without. Here let me say that making films for profit should not be dismissed as a motive. After all, it has been said that the highest compliment that can be paid an artist is the purchase of his work.

*Rodney James:* I can only agree with John and add that you can learn just as much in a commercial job as in doing your own thing. I also find that the commercial money can finance one's own film. Part of the film game is convincing a sponsor to let you try some of your own ideas in the film you make for him.

At this point we will quit the pulpit and simply present our thirty-nine articles (count 'em) of the film-maker's faith. We encourage additions to this list, welcome further discussion and accept challenges to fist fights.

to say. Here I assume that the student does have something that he wants to say to somebody. When this is not the case I try to help them work up some ideas. Sometimes I fail.

*Chorus:* It has been said by some, though we have yet to hear it from students, that we "put them down." If this means that we have standards and expectations, we are guilty. We feel that as practicing film-makers we know more about the subject than they do. We do not consider conflict an evil. In fact, if there is no conflict in our teaching situation, we

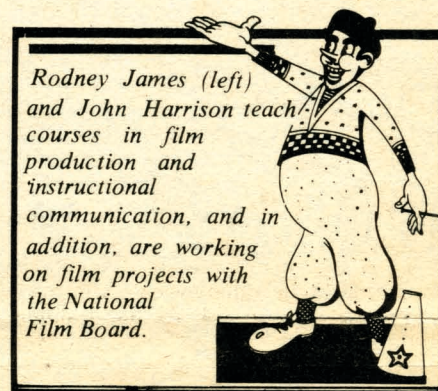
suspect that there is probably little else going on either.

As teachers we feel that we ought to teach something. Our role and that of the program and the university is not merely that of a sponsor or of a charitable organization - dishing out film and equipment like so much soup. We are, rather, concerned with building interests that will continue beyond the university and achieving results that will, hopefully, be brought back and shared with us in the future.

What about money and equipment?

*John Harrison:* I don't see much point in investing in a lot of cheap unreliable equipment that won't do the job. One or more good outfits that will allow people to make films with minimal frustration and professional polish is what we need.

*Rodney James:* I agree with John, but feel that we also need, at least for beginners, simple outfits that will allow them to go at the process in a more leisurely fashion. I must admit that I share the frustration of many who are trying to make profes-



*Rodney James (left) and John Harrison teach courses in film production and instructional communication, and in addition, are working on film projects with the National Film Board.*

**13** The incorporation of hair, lint and similar foreign material into the film does not generally enhance its cinematic values.

**14** Good splices are neither seen nor heard.

**15** We do not believe that forethought is harmful to creativity.

**16** We do feel that some people should be positively discouraged from making films.

**17** We do not feel that mere length is necessarily indicative of excellence.

**18** We believe most emphatically that film-making should not be a reclamation process.

**19** Contempt for technique may be equated with contempt for the film art.

**20** For those who feel compelled to make eight millimeter features we prescribe cold showers, flagellation and prayer.

**21** We believe that such technical niceties as appropriate focus, suitable exposure and logical composition are not to be considered as complications to film-making.

**22** Aspiration is not necessarily an indication of talent.

**23** The dropping of cameras, light meters and similar equipment is definitely construed as unprofessional behaviour.

**24** We declare that there is a difference between "experimentation" and "screwing around" with film.

**25** In film-making as in writing, literacy is a necessary prerequisite to intelligent, not to mention intelligible, production.

**26** In making an experimental film, we find it wisest to first do the experiments and then make the film.

**27** Obscurity should not be confused with depth of meaning.

**28** We find that there are very few films that cannot be improved by a bit of judicious editing.

**29** Self-congratulation should not be confused with constructive criticism.

**30** If making mistakes is the *only* means of learning, then we have no use for any other human experience.

**31** We feel that film-making for university course credit should not be used primarily as a vehicle for therapy, personal aggrandizement or similar indulgences: see Article 7.

**32** Rather than attempting to create something that seeks to be radically new, it might be more worthwhile to concentrate on doing a thing well.

**33** We note that most serious film-makers are employed to bring their talents to bear on *someone else's* thing.

**34** In film-making, unlike do-it-yourself surgery, a cut need not be painful.

**35** The soundtrack should be more than an accoustical toilet bowl.

**36** The technical refinement of films without content may be likened to polishing excrement - the result is a brilliant surface but the basic material is unchanged.

**37** We feel that rules may be broken intelligently if they are first known.

**38** Fast cutting, like machine-gun fire, begins as excitement and ends as a headache.

**39** We conclude that film-making is a discipline in the same manner as writing or painting, but demanding its unique set of talents and skills.





## Library open meeting

The University Library Committee will hold an open meeting Thursday, April 8.

The advisory committee acts as liaison between faculty/students and library management. Its annual open meeting examines any concerns there might be; agenda items can be submitted through April 1.

ULC chairman is associate professor Harvey Mann. He wants more faculty involvement in all aspects of library operations and hopes to hear from anyone having constructive criticism to offer. Librarian Helen Howard would like to have "wide open discussion."

Mrs. Howard explains that most library

problems stem from two obstacles: lack of physical facilities and lack of budget to build the collection quickly enough to keep up with new programs.

This year library stacks space has been exhausted; 30-40,000 volumes must now be moved to storage. Technical Services (about half the library staff) will be moving to Mountain Street quarters in May; this will provide an opportunity to improve study space, particularly for graduate students, and to expand the government documents and microforms sections.

The meeting is at 10 a.m. in room 704 of the Norris Building.

## Albert's trip

"Albert in Pondicherry" is the National Film Board's story of French prof Albert Jordan's adventures in India last year.



**THE INDIANS ARE COMING:** Paul Kane's *Frontier*, a sumptuous visual record of North American Indian culture in the 1840's, will be published April 25 by University of Toronto and University of Texas Press. The author is J. Russell Harper, associate professor of Fine Arts. His *Early Painters and Engravers in Canada* is just out.

Directed by Bill Davies, it is scheduled for CBC TV presentation later this year.

What's it all about, Albert? "I was inquiring into the French presence on the Coromandel Coast. The presence is now minimal, but lives on, transformed in the person of the Mother, a French lady follower of Sri Aurobindo (integral yoga -- a marriage of Western dynamism with Eastern spirituality). Auroville is Mother's hope for a new kind of city for the new 'integrated' Aurobindo man. It is a city of light and harmony."

## Media fest

The Centre for Instructional Technology is running a "communications exposition" Thursday, April 8.

It will feature multi-media fun and games on the mezzanine of the Hall Building and panels of local media pros discussing student-produced TV shows.

The TV programs were made by students of Social Science 003, a CEGEP survey of the role of communications in a changing society. The class, broken into groups of 15, came up with their views on propaganda, what the public wants, invasion of privacy, and educational uses of television.

The schedule (all in H-535):

2:00 p.m. OPENING: Yves Labonté, President, Radio Québec

2:15 p.m. "WHAT THE PUBLIC WANTS" moderator: Prof. Joe Kelly; panel: Andrew Marquis, CFCF; Barbara Black, CBC; Joan Irwin, *Montreal Star*.

3:20 p.m. "PROPAGANDA" moderator: Michael Sheldon; panel: Paul Wright, CBC; Michael Ballantyne, *Montreal Star*.

4:30 p.m. "INVASION OF PRIVACY" moderator: Prof. Neil Compton; panel: Fr. J. O'Brien, Loyola; Ian MacDonald, *Gazette*.

7:30 p.m. "EDUCATIONAL USES OF TELEVISION" moderator: Prof. Muriel Armstrong; panel: Dr. Wm. Hillgartner, McGill; Leonard Weinstein, CBC.

8:30 p.m. MULTI-MEDIA: Quebec's new adult education program; speaker: Isabelle Gignac, Chef de service de diffusion, Radio Québec.



**SIR JOHN  
FRENCH**

Commander-in-Chief  
of the  
Expeditionary Forces,  
says

**ABSTINENCE**  
and Self Control, make a Man more  
**SERVICEABLE**

Sir FREDERICK TREVES (Surgeon to the King)  
SAYS

"If you want to be Efficient,  
**DON'T TOUCH ALCOHOL**"





## ...and now a word from the folks in Emphysema Country

### Bruce Mallen

The issue is whether cigarettes as such should be banned as a product. My stance is that cigarette ads should not be banned anywhere as long as cigarettes are still around. My basic premise is that the consumer-public are responsible, mature adults who should be in a position to make their own decisions. In order to make these decisions they should get complete and informative advertising.



Because cigarettes are still legal as a product, we shouldn't be hypocritical about it. There should probably be a warning on advertising that there may be dire consequences from using the product. In other words, give the people all the relevant information and let them decide, rather than taking the paternalistic attitude saying the people out there are rather stupid, we can't let them be swayed by advertising.

I don't think people are that stupid, and I don't think they are swayed. Advertising is not that all-powerful. Cigarette advertising is not misinformative. It does have an emotional appeal, but I don't think it sells more cigarettes. It just creates a pleasant atmosphere.

It tries to be somewhat persuasive, but then we're all trying to be persuasive. As university professors, that's the name of our game. We try to persuade people by giving them our arguments, and of course it's important to give the other side as well. Where cigarette advertising is most effective (where people are switching from one brand to another) the reason is that people don't give a damn.

If you don't care too much about a product, you're able to switch at the smallest amount of persuasion. Not because you've been manipulated, forced to switch, but because you don't care that much. I think that's why the cigarette people are such big advertisers. There are of course hard core, loyal people in all product lines, including cigarettes, but it's basically a fickle thing. The Sweet Caps contest was a tremendous success. People were buying the poker game, they weren't buying the cigarettes. The smallest thing might make people change, anything might work.

The governments are extremely ambivalent about cigarettes because there are considerable tax revenues from the business. With the exception of liquor, it's probably the highest taxed product. Several hundreds of millions of tax dollars are involved. In addition, government is concerned because of the tobacco farms in southern Ontario. And a lot of those are owned not by the big companies, but by small farmers. There are a lot of conflicting interests; there is no one stand. Basford's stand is concentrated on the advertising, Munro's is on the product itself. The minister of revenue is concerned with the tax dollars and the minister of agriculture is concerned with the tobacco growers. I feel that the cabinet is wishy-washy on this issue.

I wouldn't be in favor of banning cigarettes. I would be for a complete and open discussion of the pros and cons of any given product. It's a mature public: if it wants to kill itself, let it; if it doesn't, it won't. The vast percentage of the public is convinced that smoking is detrimental to their health. It's not as if anything has been kept from them.

The companies are planning for the long-range future and they're diversifying. Imperial Tobacco is now just a division of a larger company; they're getting into packaged food. They've purchased some large companies in the States; they have two wine-bottling firms, one in Vancouver and one in southern Ontario. But the diversification kick is not just the result of their long-range concern with falling cigarette consumption which, by the way, hasn't materialized in the short-run. Tobacco consumption is moving up on a year-to-year basis, maybe only slightly below the increase in the population. There's no grave doubt, in spite of the publicity. But they're diversifying because tobacco is not going to grow faster than the population. Also they have a lot of money to invest from successful business over the years.

There has been a certain segment of the population where tobacco smoking has dropped off, but ironically it's been in the older age groups. Some in government would want that to take place in the younger age groups, in order to bring up a new generation of non-smokers. Why hasn't it worked with the younger generation?

Maybe it's just part of the general skepticism about the world and about any kind of messages coming from the establishment. Maybe this is just one more message and they say the hell with it. If the anti-grass messages from the establishment are not taken very seriously, over something illegal and with very severe penalties attached, then it's highly unlikely that a message about a product which does not have these severe penalties attached to it would be taken any more seriously.

Government advertisers have been unsophisticated in comparison to tobacco advertisers. The tobacco people go into the market, they do motivation research, and then they use appeals that they know will work with the people. The government will figure that people will be completely rational and if they scare them they'll stop smoking. But people don't work that way. The natural reaction to death is that it may happen to the next guy, but I'm immortal. What they should find out is what people are after in smoking. Having found that out, they should ask themselves how they can show that cigarette smoking doesn't really fill those needs, and then what they can show as a substitute.

But that can only be done by understanding the reasons people smoke. I don't think the government knows, but the tobacco people do. As we learned so well from Prohibition, there has got to be a general public rejection of smoking for it to work. Subtle means are required, the same means that are used to sell them. Thinking about the association with cancer is disturbing so that people don't reject, they just don't listen.

*Bruce Mallen, a non-smoker, is chairman of Marketing and Commerce Graduate Studies. The above was transcribed from tape.*



## saturday 27

HUMANITIES OF SCIENCE: Contemporary Image of Science course review of films (including Fritz Lang's "Metropolis" - 1:10 p.m.) starts at 9:30 a.m. in H-110.  
E.S.A.: Meeting at 10 a.m. in H-769.

## sunday 28

UNDER ATTACK: Secretary of State Gérard Pelletier at Sir George (not exactly what you would call a great show) on channel 12 at 3:30 p.m.

## monday 29

WEISSMAN GALLERY and GALLERY I: Undergraduate student open show through April 10.

## tuesday 30

CIVILIZATION: The highly acclaimed colour series by Sir Kenneth Clark is being presented twice each Tuesday; today "The Worship of Nature" (from Tintern Abbey and the Lake District of Wordsworth, to the Swiss Alps and the ideas of Rousseau and to the landscapes of Turner and Constable) 1 - 2 p.m. and 8:30 - 9:30 p.m. in H-435; free.

## wednesday 31

CIVIL ENGINEERING: "Practical Aspects of Steel Design" series continues with discussion of the Papineau-Leblanc bridge at 6:15 p.m. in room 219 of McGill's Leacock Building (also April 7); free for civil engineering students who register with the department chairman.

## thursday 1

SOCIOLOGY & ANTHROPOLOGY: Prof. J.B. McKee, Michigan State University, speaks on "Values and Perspectives of Sociology" at 4:15 p.m. in H-635.

CONSERVATORY OF CINEMATOGRAPHIC ART: To be announced ("Serge Prend Son Bain" peut-être?)... last minute flash: "La Prise du Pouvoir par Louis XIV (Rossellini, 1966) at 7 p.m.; "Burn" (G. Pontecow, 1969) with Marlon Brando at 9 p.m. in H-110; 50c for students, 75c non-students.

FELICITATIONS: To Mr. & Mrs. W.P. Smith of Fairfield, Conn. on their 37th.

## friday 2

SGWAUT: Meeting at 2 p.m. in H-520.  
ARTS FACULTY COUNCIL: Meeting at 2 p.m. in H-769.

## thursday 8

UNIVERSITY LIBRARY COMMITTEE: Open meeting at 10 a.m. in N-704.

BOARD OF GOVERNORS: Meeting at 1 p.m. in H-769.

C.I.T.: Communications show with multi-media displays on the mezzanine of the Hall Building and panels of media pros having at student-produced TV programs in H-535 from 2 - 9:30 p.m. (see page 6).

## saturday 10

ART STUDENTS: Auction of student works at 7:30 p.m. on the mezzanine of the Hall Building.

## wednesday 14

CIVIL ENGINEERING: "Practical Aspects of Steel Design" series (sponsored by the Canadian Institute of Steel Design in collaboration with the civil engineering departments of McGill and SGWU) continues with building design seminar at 6:15 p.m. in H-1070 (also April 21, 28 and May 5).

## notices

Friday, April 9 - Good Friday

The University will be closed.

The libraries will be closed.

Saturday, April 10

The libraries, including the reference service, will be open from 9 a.m. to 5 p.m.

Sunday, April 11

The libraries will be closed.

Monday, April 12

The University will be closed.

The libraries will be open from 8:30 a.m. to 10:45 p.m.; the reference service will be open from 10 a.m. to 6 p.m.

Note: Study room H-431 and H-1227 will be open on Saturday April 10 and Monday April 12 only, during the same hours that the libraries will be open.

CONCERT: Pete Seeger, Louise Forestier and Jesse Winchester at Place des Arts April 25 in a benefit for American war resisters in Canada; tickets \$3 - \$6.



## ISSUES & EVENTS

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